Compensation and Benefits of College Presidents, 1990-91

Median Salaries by Full-Time-Equivalent Enrollment and Type of Institution

Research universities	
Under 2,000 (1)	n/a*
2,000 to 4,999 (2)	n/a
5,000 to 14,999 (12)	$126,400
15,000 and over (21)	143,600
Public (33)	132,300
Private, independent (3)	n/a
Private, church related (0)	n/a

Other doctorate-granting universities	
Under 2,000 (3)	n/a
2,000 to 4,999 (3)	n/a
5,000 and over (28)	$129,400
Public (26)	125,000
Private, independent (6)	151,300
Private, church-related (2)	n/a

Comprehensive universities	
Under 500 (2)	n/a
500 to 999 (3)	n/a
1,000 to 1,999 (18)	$101,200
2,000 to 2,999 (14)	101,500
3,000 to 3,999 (15)	113,100
4,000 to 4,999 (19)	99,200
5,000 to 7,499 (43)	99,200
7,500 to 9,999 (27)	100,800
10,000 to 14,999 (16)	117,500
15,000 and over (22)	124,000
Public (124)	102,200
Private, independent (34)	126,300
Private, church-related (21)	105,000

Baccalaureate colleges	
Under 500 (26)	$61,600
500 to 999 (68)	77,000
1,000 to 1,999 (98)	$98,700
2,000 to 2,999 (32)	94,800
3,000 to 3,999 (16)	92,000
4,000 to 4,999 (1)	n/a
5,000 to 7,499 (6)	97,600
7,500 and over (2)	n/a
Public (46)	87,400
Private, independent (104)	95,700
Private, church-related (99)	78,500

Specialized institutions	
Under 500 (34)	$61,600
500 to 999 (10)	91,900
1,000 to 1,999 (8)	102,500
2,000 and over (3)	n/a
Public (6)	107,600
Private, independent (28)	$91,900
Private, church-related (22)	58,400

Two-year colleges	
Under 500 (24)	$55,000
500 to 999 (33)	70,000
1,000 to 1,999 (99)	75,000
2,000 to 2,999 (35)	78,800
3,000 to 3,999 (18)	79,500
4,000 to 4,999 (20)	84,100
5,000 to 7,499 (20)	90,000
7,500 to 9,999 (10)	97,000
10,000 to 14,999 (6)	101,100
15,000 and over (5)	110,000
Public (208)	78,200
Private, independent (21)	68,200
Private, church-related (6)	63,500

Housing

Residence provided **47.1%**
Additional housing assistance:
- Maintenance **43.6%**
- Utilities **43.4%**
- Household staff **33.4%**
- Remodeling allowance **26.1%**

Assistance where residence not provided:
- Home-purchase allowance **59.8%**
- Mortgage-interest subsidy **24.5%**
- Property-tax allowance **8.8%**
- Rental allowance **33.3%**
- Rent paid in full **5.9%**

Relocation

Household moving expenses:
- Paid in full **79.9%**
- Paid in part **12.0%**

Travel expenses for family:
- Paid in full **50.1%**
- Paid in part **10.7%**

Car

Personal car provided **67.4%**
Pool car:
- Assigned to chief executive **18.6%**
- Available as needed **6.9%**

Operating expenses:
- Paid **65.3%**
- Allowance provided **12.1%**

Option to purchase car **3.0%**
Driver provided as needed **11.3%**
No provision **14.8%**

Business travel, entertainment

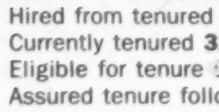
Reimbursement **89.4%**
Per-diem allowance **25.9%**
Unrestricted expense account **10.6%**
Reimbursement for spouse's expenses **27.1%**
Airline V.I.P. club **8.3%**
First-class air travel **4.8%**
Use of institution-owned aircraft **3.5%**

Local entertainment

Reimbursement **76.1%**
Fixed allowance **23.8%**
Unrestricted expense account **13.3%**
Use of campus facilities **57.3%**
Use of institution staff **53.8%**
No provision **15.0%**

Tuition assistance for children

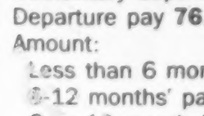
Full tuition at own institution **77.8%**
Full tuition at other institution **48.0%**
50% or more at own institution **19.9%**
50% or more at other institution **29.5%**
Up to 50% at own institution **2.3%**
Up to 50% at other institution **11.6%**



Employment contracts

Provided **76.9%**
- Formal written contract **57.6%**
- Letter of agreement **33.8%**
- Oral agreement **5.4%**

Term of agreement specified **63.4%**
Time period:
- One year **31.3%**
- Two years **10.4%**
- Three years **31.8%**
- Four years **10.4%**
- Five years **11.6%**
- Six years **0.8%**



Performance review

Formal performance review **77.9%**
Frequency of review:
- End of contract term **5.1%**
- Annually **69.1%**
- Every two years **5.0%**
- Every three years **5.8%**
- Other **12.7%**

Responsibility for review:
- Chairman of the board **12.7%**
- Committee of the board **28.2%**
- Entire governing board **37.8%**
- *Special review committee* **7.2%**

Assistance to spouse

Staff and facilities for entertaining **17.5%**
Secretarial staff **8.8%**
Remuneration for involvement at institution **3.4%**
No provision **78.8%**

Additional income from institution

Annual bonus **15.9%**
Salary supplement **24.8%**
Other sources **59.8%**

Outside compensation

Paid corporate directorships **62.7%**
Honoraria or lecture fees **19.2%**
Consulting fees **28.8%**
University or college foundation **1.9%**

Academic rank and tenure

Academic rank conferred **51.6%**
Hired from tenured position **31.9%**
Currently tenured **31.3%**
Eligible for tenure **9.1%**
Assured tenure following resignation **28.6%**
Salary reversion to faculty scale **55.2%**

Involuntary departure

Involuntary departure policy **25.8%**
Departure pay **76.0%**
Amount:
- Less than 6 months' pay **23.3%**
- 6-12 months' pay **35.0%**
- Over 12 months' pay **11.6%**
- Negotiable at time of departure **30.1%**

Note: The survey covered 874 institutions. The sample size for each category is shown in parentheses. Because of differences in the number of institutions surveyed and in reporting practices, exact comparisons from one survey year to the next are not always possible.

* not available

ILLUSTRATIONS BY MAX-KARL WINKLER

SOURCES: AMERICAN COUNCIL ON EDUCATION, ASSOCIATION OF GOVERNING BOARDS OF UNIVERSITIES AND COLLEGES, COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

Average Salary of Presidents Rises 6% a Year

Continued From Preceding Page

tion's source of financial support. At public research universities, chief executives earned an average of $132,800, compared with $238,000 for their counterparts at private institutions. While chief executives of two-year colleges earned an average of $78,300, their salaries increased the most—by 56 per cent since 1984.

About 3 per cent of the presidents received a portion of their salary from outside sources; that amount averaged $39,625.

A growing proportion of presidents received annual bonuses this year. Nearly 16 per cent earned bonuses—averaging $10,780—while only 4 per cent received them in 1988. Only 23 per cent reported receiving income from outside sources this year, compared with 43 per cent in 1984. But Mr. Toller suggested that the decrease indicated fewer chief executives were reporting outside income, not that fewer were receiving it.

HOUSING

Despite frequent controversies over the provision of official residences for presidents, nearly half of the institutions continued to offer them. Of those that did not provide housing, nearly 60 per cent offered a housing allowance—up sharply from 21 per cent in 1988.

TUITION BENEFITS

Most institutions had policies providing for tuition assistance for children. Nearly 78 per cent provided full tuition at the president's institution—up from 45 per cent in 1988—while 75.3 per cent provided the same benefit for spouses.

ENTERTAINMENT EXPENSES

Most institutions covered entertainment expenses for events ranging from business lunches to catered dinners. Only 15 per cent reported no provisions for entertainment costs. Some 76 per cent reimbursed chief executives for their out-of-pocket expenses, while 13.3 per cent provided unrestricted expense accounts.

TRAVEL EXPENSES

Most presidents—89 per cent—were reimbursed for out-of-pocket travel expenses associated with institutional business, while 10.6 percent received unrestricted expense accounts. Almost 4 per cent of the presidents had access to aircraft owned by their institutions.

ASSISTANCE FOR SPOUSES

While female spouses of college presidents have become more vocal in recent years about the fact that they often are neither compensated nor supported for their work on behalf of institutions, this year even fewer institutions provided assistance than in the past. Seventy-nine per cent said they made no provision for spouses, compared with 70 per cent in 1988.

INVOLUNTARY-DEPARTURE POLICIES

Some 26 per cent of the colleges

had policies that spell out the terms of a president's unplanned departure, compared with 24 per cent in 1988. Three-fourths provided pay; of those, 35 per cent gave chief executives severance pay worth 6 to 12 months of salary.

EMPLOYMENT CONDITIONS AND JOB EVALUATIONS

Slightly more than three-fourths of the chief executives worked under some type of contract, about the same as in 1988. More and more institutions reported using performance reviews for their presidents—78 per cent did so this year, up from 70 per cent in 1988. Only 9 per cent of the presidents were eligible for tenure.

In 1988, 1,005 institutions participated in the survey. Of this year's 874 participants, 60 per cent were public institutions, and more than 80 per cent were comprehensive universities, baccalaureate colleges, or two-year colleges. The average operating budget for participating institutions was $72.4-million. Mr. Toller suggested that lower-paid presidents were more likely to participate in the survey than those who were well paid.

Copies of the report, "1991 Compensation, Benefits, and Conditions of Employment for College and University Chief Executives," cost $125 each for participating institutions, $175 for non-participating CUPA members, and $325 for all others. The report is available from the College and University Personnel Association, 1233 20th Street, N.W., Suite 503, Washington 20036; (202) 429-0311. ■

Western Illinois Fires Nude-Beach Scholar

MACOMB, ILL.

A tenured professor of leisure studies—who is a self-described expert on nude beaches—was dismissed last month after a faculty panel at Western Illinois University said his attitude toward teaching was itself too leisurely.

The faculty panel looked at the case against George R. Harker, an associate professor who had been at Western Illinois since 1970, after the university's president brought charges against him to seek his termination. The president, Ralph Wagoner, said Mr. Harker had failed to give two final exams and attend faculty meetings, and had twice skipped his own classes. Mr. Wagoner said in a statement that action was taken after other efforts to change Mr. Harker's behavior had failed.

Grievance Filed

Mr. Harker, who taught in the department of recreation, park, and tourism administration, said he had filed a grievance with the university's faculty union after his dismissal by the university's governing board. In the meantime, Mr. Harker, who was in Hawaii last week doing research, said that he planned to cash in on his dismissal by selling his story to television talk shows and magazines.

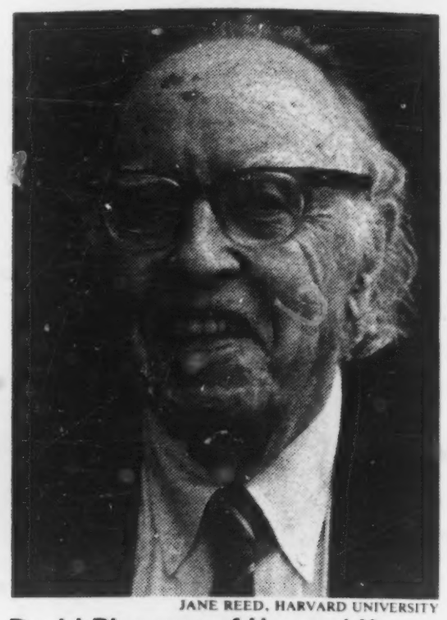
Mr. Harker, who had taught such courses as "Philosophies of Leisure," has maintained that his research on nude beaches added to his disputes with the university.

—COURTNEY LEATHERMAN

Researchers' Views Cited by Judge in Decision to Uphold VMI Policy

ARIZONA STATE

Richard C. Richardson, Jr., of Arizona State U.: "One does not sacrifice quality to achieve diversity."



JANE REED, HARVARD UNIVERSITY

David Riesman of Harvard U.: "I found it awesome to have the responsibility in the case that I did."

Continued From Page A11

research may not address. In the V.M.I. case, he says, research on how well the students there learn may be less important than the need to oppose "the exclusion of women from higher education."

Mr. Atkinson, the V.M.I. lawyer, says he is not bothered by Mr. Astin's views. "It's the judge's job to look at the findings and see if they apply," he says.

■

Mr. Richardson of Arizona State says many of his friends were surprised when he told them he was working in V.M.I.'s behalf, because he frequently chastises colleges for not being willing enough to change their institutional cultures to attract more minority students. But he says his position on V.M.I. is not inconsistent. "I've always said that one does not sacrifice quality to achieve diversity," he says.

In the case of V.M.I., he says, the quality of education for men would be hurt by the admission of women because the entire program would change. Judge Kiser cited those views—along with Mr. Richardson's testimony that educational programs are "not designed for the exception but the mean"—to find that the institute should not change for the benefit of the few women who want to enroll.

Mr. Richardson says civil-rights laws were intended to insure that women and minority-group members have opportunities to get a good education, not "to destroy the last of the species" of colleges that offer single-sex education.

He also rejects the argument that single-sex education is fine for private colleges, but inappropriate for public institutions. With state and federal funds flowing to private colleges and their students these days, he says, "the distinction has become extremely blurred."

As a researcher, Mr. Richardson says it was exciting to watch the trial and rewarding to see his research used by the judge. "If you do policy research, you hope it will have an impact," he says.

Mr. Richardson was also rewarded financially, but won't say how much he was paid. And he says he is not bothered by being associated with an institution that many of his colleagues find distasteful. "There is a politically correct posture on this issue, and the politically correct posture did not win," he says.

■

Mr. Riesman says V.M.I. is going to pay him $6,000 for his work as an expert witness, but he says he'll give all the money to Harvard. His commitment to single-sex education was motivation enough to work on the case, he says.

Over the years, he says his research has convinced him that both men and women benefit from single-sex education, although there appear to be few benefits at the graduate-school level.

If women want a similar education to that offered by V.M.I., he says, they should press the states to create women's institutions. Simply to let women enroll would not provide them with the same experience because, he says, they would not be treated in the same way. "A younger Bella Abzug might have liked to attend V.M.I., but she wouldn't have been treated the same as the others," he says.

Mr. Riesman also says that whereas admitting black students to previously all-white colleges benefited both groups of students, the same would not be the case for admitting women to V.M.I. because a valuable form of education would be lost.

As for the V.M.I. education, Mr. Riesman says his research has led him to believe that most people hold a false stereotype of the students there as unthinking fighters. In fact, he says, the V.M.I. environment encourages creativity in fields, such as poetry, that men may shy away from if they are educated with women. "In that environment, the young men felt free to express the aesthetic, including the erotic, sides of themselves in writing," he says.

Mr. Riesman says he couldn't be more pleased with Judge Kiser's decision and its focus on education research. "It's a remarkable opinion in its attention to research, which hardly ever happens," he says. "I found it awesome to have the responsibility in the case that I did." ■

Advertisement

The Learning Society:

Imagine My Surprise

By Bernard R. Gifford, Ph.D.
Vice President, Education
Appie Computer, Inc.

It's a five-minute walk from Philadelphia's 30th Street Station to Drexel University. Heading toward campus, I wondered how this institution, now celebrating its one-hundredth year, had become the first in the nation to require that every student own (or have daily access to) a microcomputer.

I put the question to Jan Biros of Drexel's Computing Resource Group. "Our policymakers were visionary," she said. "They realized early on that the microcomputer was here to stay. They insisted that every student become computer-competent, regardless of his or her major."

They were visionary in another sense, she added, "because they committed to the Apple Macintosh in 1983, before the first units were even shipped. We've been a Mac school ever since.

"Of course, few software programs were available for the Macintosh back then. So we got to work on our own. Over the years, Drexel became a leader in courseware development for the Macintosh."

How has being a "Mac school" affected day-to-day educational practice at Drexel? Chris Swisher, who comanages the Computing Resource Group with Jan, gave that some thought:

"You'd have trouble finding a campus anywhere in the nation that doesn't make computers available, in some form, to students. But at Drexel, everyone has a computer, and they all have access to the same programs. So our faculty members have a high level of expectation. They routinely say to their students: 'Here's some data, run it through your database management system, and see what you come up with.' And not just in science or math. We've had a lot of success in the humanities, and some of the most active members of our Microcomputing Policy Committee are in the humanities."

The other side of the coin, Chris pointed out, is that students expect their teachers to exploit fully the sophisticated technology at their disposal, and to challenge them to do so as well. "That's a powerful expectation," he added.

I was perfectly willing to believe that the Macintosh has been integrated across Drexel's curriculum, but I wanted to hear it from the students. So I took a walk around the campus's bustling computer center.

Andrew Bellville and Arif Shaikh were printing out resumés. Were they seniors hunting for jobs?

"Freshmen," they replied cheerfully, seeming to enjoy being taken for older students. They explained that Drexel has a five-year undergraduate program that requires students to spend one-and-a-half years working at a variety of jobs. The resumés were for the "co-op" course that prepares freshmen for their first job placement.

I steered the conversation to technology. Both had bought Macintosh computers when they entered Drexel. Were the machines getting a lot of use?

"Sure," volunteered Andrew. "I live at home, and everybody in the family uses the Mac now. My parents use it for taxes. Mom keeps her business records on the computer, and my younger brother uses it for schoolwork and games."

"What about you?"

"Well, I use it to keep track of my albums."

"You're a music major?" I asked.

"No, biomedical engineering."

"Use it for anything else?"

"Not really," he said.

Imagine my surprise. For a full minute, I was uncharacteristically speechless. Then Arif spoke up: "Aren't you forgetting a few things? Like the design project we did—a CAD layout of the entire grounds of Rosetree Park."

"Oh yeah," said Andrew. "We did that on the Mac."

"And we use it constantly in E4—that's the Enhanced Education for Engineers program." While Arif tried to recall what the fourth E stood for, Andrew explained: "We use the Macintosh to collect information from a whole lot of instruments in the lab, and then do real-time analysis of the data as it comes through."

"Then there's calculus," Arif said. "We do all our homework on the computer."

I asked how that works. "We get programs from a file server," Andrew explained, pointing to a Macintosh computer near the entrance. "Teachers can put courseware or reading lists or old exams on there for us to copy. Even class notes, so we can really listen instead of just writing everything down."

Arif turned the conversation back to calculus, and I was all ears. I taught calculus for a number of years, and it's a subject close to my heart.

"Sometimes there's a lot of drudgery to math," he said, "and you get so overloaded that you forget the point of what you're doing. Now the computer takes care of that, so we can really see the beauty of math. We're lucky. In the past, students never got a chance to see that until later in their careers."

Andrew chimed in: "We had a problem in class today that blew me away. There were two three-dimensional parabolas on the screen, going in opposite directions. They were color-coded so you could see the intermesh, and the problem was to calculate its area. It was really neat!"

Was this the same fellow who five minutes earlier couldn't recall how he used the computer? I left Drexel marveling (as I so often do) at how transparent technology becomes, once it's deeply embedded into an individual's life. Or, for that matter, into the life of an educational institution.

Government & Politics

Ways & Means

Supreme Court Justice Thurgood Marshall announced his retirement last week.

Justice Marshall's votes and opinions have been significant to many people in higher education, particularly minority and female students and faculty members.

He was a strong opponent of segregation and a supporter of affirmative action and of legal interpretations that made it easier for people to challenge practices that they believed to be discriminatory.

Next week's *Chronicle* will include a look at the impact of Justice Marshall's career on higher education, and how the change in the Supreme Court is likely to affect legal issues now before the Court.

■

The Bush Administration is moving to fill positions left vacant when Education Secretary Lamar Alexander cleaned house in March.

The White House announced last week that it would nominate Diane S. Ravitch, an adjunct professor of education and history at Teachers College of Columbia University, to be Assistant Secretary for educational research and improvement. The appointment had been rumored for months.

Meanwhile, William H. Hudnut, III, the Mayor of Indianapolis, has confirmed that he has talked with Administration officials about a department post, but none has been offered to him. Mr. Hudnut, who has said he will not seek a fifth term in November, is believed to be Secretary Alexander's choice for Deputy Under Secretary for intergovernmental and interagency affairs.

The Administration is still seeking an Assistant Secretary for postsecondary education. Sources in Washington said Carolyn Reid-Wallace, a former vice-chancellor for academic affairs for the City University of New York system, is being considered for the post.

A CUNY spokeswoman said Ms. Reid-Wallace is currently working on "special projects" in the university's Washington office. Ms. Reid-Wallace could not be reached for comment last week.

■

A task force appointed by the National Science Foundation has formally recommended to the foundation's governing board that a new directorate for the social and behavioral sciences be created.

Heads of the directorates decide about the specific disbursement of allotted research money. Hoping to gain more visibility and financial support, social and behavioral scientists have been seeking their own directorate, separate from the biological sciences.

The National Science Board, which governs the foundation, is expected to leave the decision up to the foundation's new head, Walter E. Massey.

Alexander Criticizes Role of Accreditors in Diversity Debate

Says agencies should determine only whether college does its job

By SCOTT JASCHIK

WASHINGTON

Education Secretary Lamar Alexander said last week that regional accrediting agencies should restrict themselves to determining whether institutions are "good colleges and universities or diploma mills," and should stay out of debates about whether colleges have enough minority students and faculty members.

In comments at a Congressional hearing, Mr. Alexander said he still had not made up his mind about whether the department should continue to recognize the Middle States Association of Colleges and Schools, which has a controversial "diversity" policy of instructing accreditation review teams to evaluate colleges' records in recruiting and retaining minority students and faculty members.

Mr. Alexander repeatedly said he believed such evaluations extended beyond the authority of accreditation agencies. "It's like hiring a fire inspector and he tells you how to cook," he said.

During the hearing, Mr. Alexander was attacked by Democratic lawmakers and defended by Republicans on the

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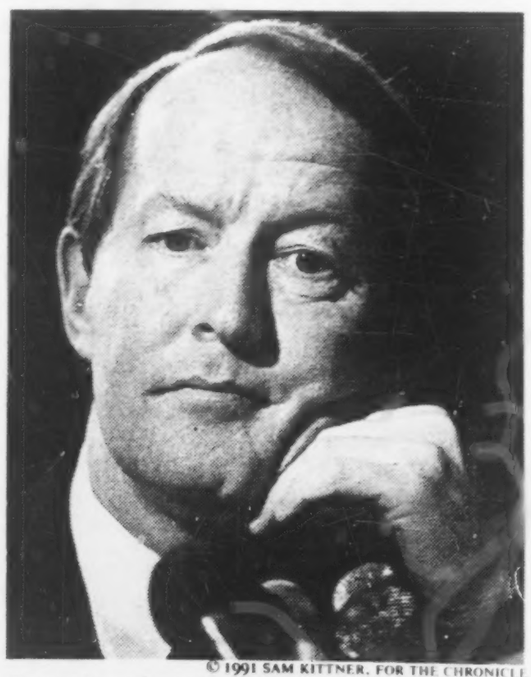

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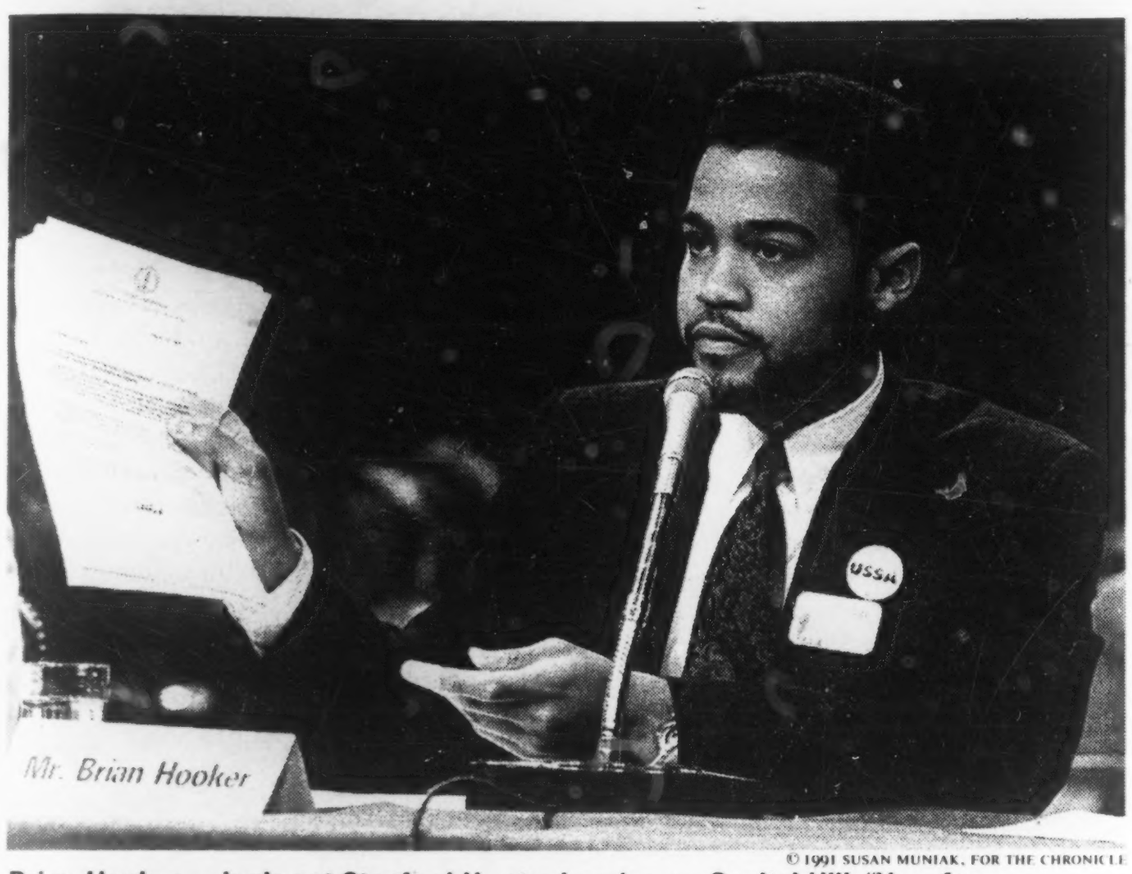
Secretary Lamar Alexander: It did not matter what recommendations he had received. "I made the decision, which is the only decision that counts in this case."



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Brian Hooker, a junior at Stanford U., at a hearing on Capitol Hill: "Very few individuals in inner-city public schools are aware that college is within their reach."

Congress Seeks 'Early Intervention' Effort to Spur Children to Prepare for College

By THOMAS J. DeLOUGHRY

WASHINGTON

If only one new program is added to the present three dozen in this year's reauthorization of the Higher Education Act, lawmakers say it will be an "early intervention" effort to prepare children for college and to inform them about college-admissions processes.

The Higher Education Act

A handful of bills already introduced would provide federal matching funds to states for programs that offer tutoring, counseling, financial-aid information, and other support services to low-income children as young as 10. Several of the bills would also promise college scholarships to children who participate in such programs.

Pell-Grant Advertising Proposed

Congressional support also is growing for proposals to make all Americans aware of the availability of Pell Grants, student loans, and other types of aid. The legislation would finance a national advertising campaign about student-aid programs and establish a computer network to make aid information more accessible to high-school counselors and students.

Lawmakers, counselors, and college officials say low college-going rates among low-income students—and minority students in particular—demand immediate attention.

"Early intervention is not only the wave of the future, but also a necessity, if we are to begin to recapture the youth of this nation before they become a statistical blight on their communities and the nation," Paula Martin, executive director of the non-profit East Harlem College and Career Counseling Program, told a House subcommittee in May.

Sen. James M. Jeffords, a Vermont Republican and a sponsor of early-intervention legislation, says the nation is caught between demands for better-skilled workers and declining interest in college-going among children. He says the policy question is: "How do you raise the expectations and hopes of young people to fulfill

Continued on Following Page

Campus officials oppose a White House proposal to restructure the Trio programs for disadvantaged students: Page A17.

House Passes a 1992 Education Budget That Includes 2% Student-Aid Increase

WASHINGTON

The House of Representatives last week approved an education budget for fiscal 1992 that would cause spending on student aid to fall behind the rate of inflation.

By a vote of 353 to 74, lawmakers approved the appropriations bill for education, health, and labor programs without altering the spending levels for education that the Appropriations Committee had approved a week earlier.

The Senate is expected to draft its education-appropriations bill next week.

The House bill contains a 2-per-cent increase for student aid—more than President Bush requested but less than the inflation rate of 5 per cent.

Maintaining the 'Status Quo'

The increase would include a $76-million raise for the $5.3-billion Pell Grant program—not enough money to increase the maximum grant for academic 1992-93 above the $2,400 that will be provided in 1991-92. The budget would also continue to prohibit grants to students who attend college less than half time.

The House Appropriations Committee said in a report accompanying the bill that the panel favored a "status quo" budget for student aid while Congress reviews the Higher Education Act in preparation for reauthorizing it. The review is expected to be concluded in about a year.

The Supplemental Educational Opportunity Grant program would get a substantial raise under the House bill—$50-million, lifting the total to $570-million. The Trio programs, which provide counseling and tutoring to low-income high-school and college students, would increase by $51-million, to $385-million.

Much of the four-and-a-half-hour debate that preceded the House vote last week

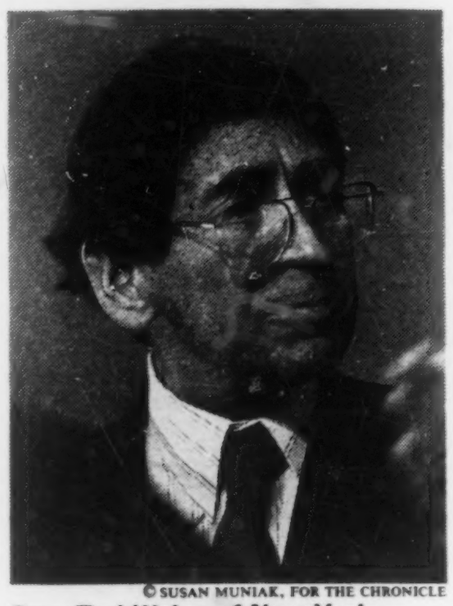
Continued on Page A18

Alexander Assails Accreditors' Role in Diversity Debate

Continued From Page A15

House Subcommittee on Human Resources and Intergovernmental Relations.

Rep. Ted Weiss, a New York Democrat who is chairman of the panel, suggested that Mr. Alexander fired Leonard L. Haynes, III, who in March left his position as Assistant Secretary of Education for postsecondary education, because Mr. Haynes had recommended departmental recognition for Middle States. Mr. Alexander denied firing Mr. Haynes for that reason, but acknowledged that he had told Mr. Haynes that he wanted someone else in the position, which remains vacant.



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Rep. Ted Weiss of New York: He questioned Secretary Alexander's reasons for firing an Assistant Secretary.

Recognition Essential

Departmental recognition is essential to accrediting agencies and colleges because students can receive federal grants and loans only if they attend colleges that are accredited by agencies recognized by the department.

Middle States is the main accrediting group for colleges in Delaware, the District of Columbia, Maryland, New Jersey, New York, and Pennsylvania.

The Middle States policy has been the subject of a growing controversy since last year, when an Education Department advisory committee recommended to then–Education Secretary Lauro F. Cavazos that he delay extending recognition for Middle States, pending further study of the group's diversity standards.

Hearing in the Fall

Shortly after he succeeded Mr. Cavazos this year, Mr. Alexander accepted the advisory committee's recommendation and ordered it to hold a hearing on the issue this fall. After that, Mr. Alexander will decide whether to extend the recognition of Middle States. The group has kept its recognition for now.

At last week's hearing, Secretary Alexander said he was a strong supporter of having diverse student bodies and faculties at colleges and universities. But he said it was the responsibility of colleges themselves, and of federal civil-rights agencies, to monitor institutional progress in that area.

He said allowing accrediting agencies to dictate the proper minority enrollments of colleges would lead to "a cookie-cutter model" of diversity in which all colleges would be alike. Mr. Alexander said he was worried that under the Middle States guidelines, a historically black college like Howard University could be forced to hire more white faculty members or the Jewish Theological Seminary could be forced to place Presbyterians on its governing board.

No representatives of Middle States testified at the hearing. In an interview, Leon M. Goldstein, chairman of the Middle States Commission on Higher Education, said Mr. Alexander was misinterpreting the group's policy. Mr. Goldstein said Middle States would not force institutions to admit certain percentages of students from certain ethnic groups, but would make sure that colleges were actively recruiting a diverse group of students and faculty members, as appropriate to institutions' missions.

'Somewhat Taken Aback'

Mr. Goldstein, president of Kingsborough Community College, also said he was "somewhat taken aback" by Mr. Alexander's strong criticism of the Middle States policy at a time when the Secretary had said he was still undecided about it.

At the hearing, Representative Weiss asked Mr. Alexander a series of questions about internal Education Department documents indicating that department officials had concluded that Middle States should continue to receive departmental recognition.

Secretary Alexander acknowledged that Mr. Haynes, the former Assistant Secretary, had recommended continuing recognition for Middle States. Then Mr. Weiss asked Mr. Alexander why he had fired Mr. Haynes.

Mr. Alexander stated that Mr. Haynes had resigned, but under continued questioning admitted that he had told Mr. Haynes that he wanted to appoint someone else to the post. Mr. Alexander said he wanted to name his own team of senior officials, and that Mr. Haynes had done a good job at the Education Department.

The Secretary said it did not matter what recommendations he had received about Middle States. "I made the decision, which is the only decision that counts in this case," he said.

Some See a Link

Mr. Haynes, who was not at the hearing, is now working as a consultant at the Department of Health and Human Services. In an interview, he said he did not know whether or not he was asked to resign because of his recommendation on Middle States. "I don't know if there's a link, but colleagues of mine and observers suggest to me that there is," he said.

The reason he urged that the department continue recognition for Middle States, Mr. Haynes said, was that he believed Middle States was in compliance with department regulations. He added that Mr. Alexander had never asked him about his recommendation.

Mr. Haynes said he supported the Middle States diversity policy because he believes colleges must help educate the growing percentage of the American population that is non-white. "To ignore that is to put one's head in the sand," he said. ■

House Approves a 2% Increase in Student Aid

Continued From Page A15

focused on a controversial abortion-related amendment that is expected to trigger a Presidential veto if it appears in the final legislation approved by the House and Senate. The provision would bar the Administration from carrying out its plan to prohibit medical facilities that receive certain federal funds from discussing abortion with pregnant women.

6.6% More for NIH

Several lawmakers voiced strong backing during last week's debate for medical research supported by the National Institutes of Health. The appropriations bill would provide a 6.6-per-cent increase for the institutes, bringing their budget to $8.8-billion.

"If I had my way today, that amount would be $10-billion," said Rep. William H. Natcher, the Kentucky Democrat who heads the subcommittee responsible for drafting the appropriations bill.

"We will be able to produce and provide 1,800 Ph.D.'s in math and science who are American citizens."

Several lawmakers who have been pushing the N.I.H. to devote more attention and resources to women's health issues were pleased with the increases for research on breast and cervical cancer.

"We want a cure for breast cancer," said Rep. Mary Rose Oakar, Democrat of Ohio. "We can do it if we have the research dollars."

'Areas of National Need'

Rep. E. Thomas Coleman, a Missouri Republican and member of the House Subcommittee on Postsecondary Education applauded the House for increasing graduate fellowships in "areas of national need" by 20 per cent. "We will be able to produce and provide 1,800 Ph.D.'s in math and science who are American citizens who will go out and teach other Americans in the future," he said.

The legislation would also provide a 15-per-cent increase for the Education Department's international education programs, and raise spending on a program providing clinical experience in law by 36 per cent.

The House bill would not increase the basic $161-million appropriation for Howard University, but it would allocate $23-million for "emergency construction" to improve the university's electrical and water systems and data-processing facilities.

Lawmakers said they were pleased with the university's plan for curriculum improvements and better campus administraton.

—THOMAS J. DeLOUGHRY

UPDATE ON OVERHEAD COSTS

- **Navy disciplines officials for roles in Stanford overhead charges**
- **OMB offers limits on money universities can collect for research**
- **Lawyer says U.S. could nullify old agreements on research costs**

The Navy announced last week that it had disciplined six civilian officials for inadequately overseeing charges that Stanford University made to the federal government for the overhead costs associated with federal research. The Office of Naval Research supervises the payments made by the government to Stanford and 38 other universities.

A Navy panel found that the six officials, whose names were not released, had not followed proper procedures when dealing with Stanford. A Navy statement said: "The job performance of six Navy civilians assigned to contract and grant administration was determined to have contributed to inadequate management controls for effective oversight of cost reimbursement at Stanford University."

The statement said the findings followed a six-week study.

While not saying that Thomas Dolan was one of the officials involved, a Navy spokesman confirmed that Mr. Dolan, who has been director of university business affairs for the Office of Naval Research, was being reassigned. The Navy spokesman said "you should draw your own conclusion" on the reason for Mr. Dolan's reassignment.

Mr. Dolan was unavailable for comment last week.

—SCOTT JASCHIK

■

The White House Office of Management and Budget last week proposed regulations to carry out previously announced plans to place limits on the amount of money that universities can collect from the federal government for the overhead costs associated with federal research projects.

The O.M.B. announced the plan in May, but did not release details of how the regulations would work (*The Chronicle*, May 22).

The rules released last week would set new limits on the administrative costs that colleges may attribute to overhead.

They would also create new requirements for the use of overhead payments to cover depreciation costs, and establish procedures for the government to collect payments plus interest in cases where it can demonstrate that a college's reimbursement rate was based on incorrect charges.

The proposed regulations appeared in the June 27 issue of the *Federal Register*. —S.J.

■

A government lawyer has issued an opinion that could prove costly for Stanford University and other institutions that are negotiating the exact amount they should have received in past years for the overhead costs of federal research.

Sophie A. Krasik, the counsel for the Office of the Chief of Naval Research, argued that the government could retroactively nullify special agreements it signed with Stanford and others that allowed them to use methods different from the standard ones in calculating their overhead costs.

Her opinion holds that the government, in determining if a particular institution had been overpaid or underpaid for a given year, could reject such an agreement if it violated federal regulations or was based on incorrect information from the university, a spokesman for the chief's office said.

The opinion applies only to those years at particular institutions for which the government has not yet finished a final audit of overhead costs.

It also covers only the 39 institutions that have their overhead rates set by the Office of Naval Research.

Stanford is the institution that is most at risk of having to repay money.

The university negotiated many more special agreements than other institutions and still has not closed the books on overhead costs with the government for several years. Over all, the agreements allowed Stanford to recover about $150-million more than it would have for those years, had it used the standard methods to calculate costs, according to one government estimate.

The O.N.R. spokesman said his agency would allow a university to propose an alternative method for calculating past costs for any special agreement that O.N.R. rejected.

—COLLEEN CORDES

House Appropriations Bill: Education Department

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House
STUDENT ASSISTANCE			
Pell Grants	$5,374,282,000	$5,775,121,000	$5,450,000,000
Supplemental Grants	520,155,000	346,945,000	570,000,000
College Work-Study	594,689,000	396,615,000	595,000,000
Income-contingent loans	4,880,000	10,000,000	5,000,000
State Student Incentive Grants	63,531,000	0	64,000,000
Perkins Loans	156,144,000	15,000,000	169,000,000
Stafford Student Loans	5,381,422,000	3,105,711,000	3,105,711,000
Paul Douglas Teacher Scholarships	14,639,000	14,639,000	15,000,000
GRADUATE SUPPORT			
Patricia Roberts Harris graduate fellowships	17,566,000	0*	17,600,000
Robert C. Byrd honors scholarships	9,271,000	9,271,000	9,271,000
Jacob K. Javits fellowships	7,807,000	0*	8,000,000
Patricia Roberts Harris public-service fellowships	3,198,000	0*	3,200,000
Minority participation graduate fellowships	5,953,000	0*	5,826,000
Areas of National Need fellowships	24,885,000	0*	30,000,000
INSTITUTIONAL ASSISTANCE			
Developing institutions			
Aid for historically black colleges	87,831,000	87,831,000	100,000,000
Endowment challenge grants	17,462,000	7,462,000	7,500,000
Institutional support	87,831,000	87,831,000	90,000,000
Cooperative education	13,175,000	13,175,000	14,000,000
Facilities			
College-housing and academic-facilities loans	37,726,000	3,598,000	3,598,000
Interest-subsidy grants	20,396,000	19,412,000	19,412,000
International education	45,867,000	45,867,000	53,000,000
Law School Clinical Experience	5,855,000	0	8,000,000
Veterans' Education Outreach	2,733,000	0	2,700,000
BILINGUAL EDUCATION			
Bilingual vocational training	2,888,000	2,888,000	3,000,000
Training grants	36,066,000	36,066,000	36,000,000

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House
LIBRARY RESOURCES			
Research libraries	$5,855,000	$0	$5,855,000
Training and demonstration	325,000	0	325,000
College-library technology grants	3,904,000	0	3,904,000
AID TO DISADVANTAGED			
College-aid migrant programs	1,952,000	2,034,000	2,500,000
Legal Training for the Disadvantaged	2,928,000	0	3,000,000
Minority Institutions Science Improvement	5,855,000	6,101,000	6,000,000
Programs for disadvantaged students	333,800,000	395,075,000‡	385,249,000
EDUCATION RESEARCH AND STATISTICS			
Education research	64,714,000	74,296,000	71,000,000
Education statistics	44,313,000	51,974,000	50,000,000
EDUCATION FOR THE HANDICAPPED			
National Institute on Disability and Rehabilitation Research	58,924,000	0	58,924,000
Research and development	20,174,000	20,174,000	24,000,000
Personnel development	69,289,000	69,289,000	89,800,000
Rehabilitation training	33,353,000	0	33,353,000
Postsecondary programs	8,559,000	8,559,000	9,000,000
MISCELLANEOUS			
Adult education	238,828,000	250,727,000	280,000,000
Vocational education grants	856,503,000	890,656,000	1,077,000,000
Teacher training	214,849,000	245,066,000	249,423,000
Office for Civil Rights	48,405,000	56,000,000	56,000,000
Drug-abuse education, prevention for college students	19,100,000	19,500,000	19,500,000
Fund for the Improvement of Postsecondary Education	14,639,000	14,639,000	15,000,000
Student Literacy Corps	5,367,000	0	5,367,000
Women's educational equity	1,995,000	500,000	2,000,000
School, College, and University Partnerships	3,904,000	0*	4,000,000

Department of Health and Human Services

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House
SCIENTIFIC RESEARCH			
National Institutes of Health			
Cancer Institute	$1,713,759,000	$1,810,230,000	$1,830,509,000
Heart, Lung, and Blood Institute	1,126,942,000	1,209,924,000	1,202,398,000
Institute of Dental Research	148,918,000	160,939,000	161,235,000
Institute of Diabetes, Digestive, and Kidney Diseases	615,272,000	658,557,000	667,820,000
Institute of Neurological and Communicative Disorders and Stroke	541,743,000	583,355,000	583,355,000
Institute of Allergy and Infectious Diseases	907,276,000	976,711,000	972,830,000
Institute of General Medical Sciences	760,010,000	833,180,000	820,160,000
Institute of Child Health and Human Development	478,956,000	520,584,000	524,661,000
Eye Institute	253,241,000	272,260,000	272,260,000
Institute of Environmental Health Sciences	241,028,000	254,484,000	254,912,000
Institute on Aging	323,752,000	348,558,000	362,528,000

	Fiscal 1991 Actual spending	Fiscal 1992 President's request	Fiscal 1992 Approved by House
Institute of Arthritis, Musculoskeletal, and Skin Diseases	$193,247,000	$204,797,000	$204,977,000
Research Resources	335,255,000	320,975,000	309,200,000
Center for Nursing Research	39,722,000	43,747,000	43,143,000
Institute of Deafness and Other Communication Disorders	134,935,000	146,321,000	144,495,000
Center for Human-Genome Research	87,418,000	110,487,000	93,115,000
International Center	17,519,000	19,922,000	19,922,000
Library of Medicine	91,408,000	100,554,000	99,565,000
Total, N.I.H.	8,276,739,000	8,774,886,000	8,824,886,000
HEALTH RESEARCH AND TRAINING			
Alcohol, Drug Abuse, and Mental Health Administration			
Mental health research and research training	482,442,000	519,455,000	518,696,000
Centers for Disease Control			
Occupational safety and health research and training	96,980,000	96,980,000	96,980,000

* President Bush proposed that these programs receive no money, but he also proposed the creation of new programs to encompass their purposes.
‡ President Bush requested funds for programs that he proposed to merge with these programs.

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News Summary

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University presses face a future of financial uncertainty and cultural upheaval, and publishers are pondering what their role ought to be: Page A5.

From the fragments of a manuscript, a professor of history has pieced together an early biography of George Washington: Page A5.

Historians say revelations that Martin Luther King, Jr., plagiarized parts of his dissertation have altered their views of his character: Page A5.

A research psychologist has been penalized after an inquiry found he had used a federal grant to engage in sexual misconduct: Page A12.

Maryland's Secretary of Higher Education has turned the job into a showcase for her political agility: Page A17.

The recruitment of more and better schoolteachers has become a mother-and-apple-pie issue as Congress moves to reauthorize the Higher Education Act: Page A22.

Western New Mexico U. has fired a professor who said top administrators had changed the grades of athletes: Page A30.

South Africa's Afrikaans universities face growing pressure to show that they are prepared to adopt the principles of a "non-racial" society: Page A33.

Cheating on two examinations required for overseas study has increased markedly in China, say Chinese students and American officials: Page A33.

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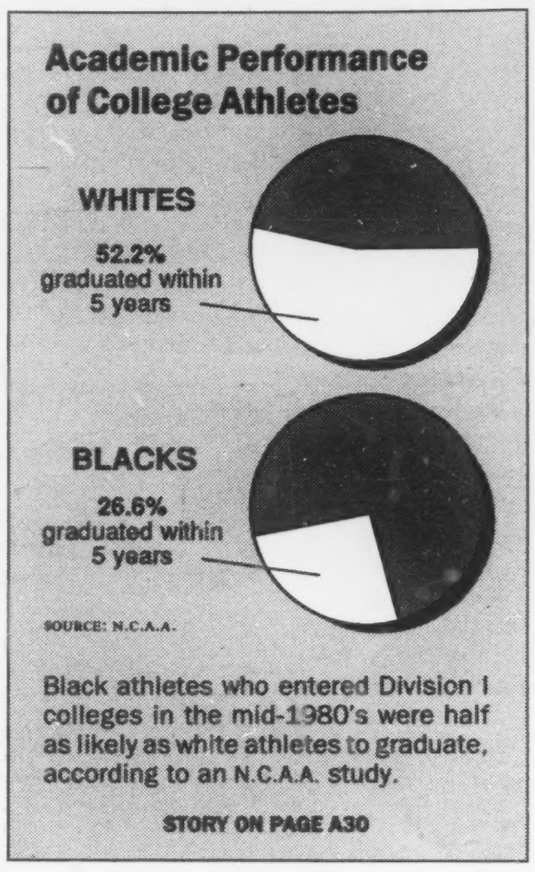


Black athletes who entered Division I colleges in the mid-1980's were half as likely as white athletes to graduate, according to an N.C.A.A. study.

STORY ON PAGE A30

Justice Dept. Challenges States' Practice of Giving More Money to Black Colleges

Sees 'perverse effect' on desegregation; Supreme Court to hear case

By SCOTT JASCHIK

WASHINGTON

The Justice Department has filed a brief with the Supreme Court challenging the practice of desegregating higher education by providing more money to historically black colleges.

A series of court orders over the last 20 years has required states that were found to have operated racially segregated higher-education systems to increase their financial support for black colleges. The increases were designed to insure that black students have educational opportunities and to attract white students to the historically black institutions.

But in a brief filed for a Mississippi desegregation case that the Supreme Court will hear in the fall, the Justice Department said the practice could have the "perverse effect" of encouraging continued segregation.

Supporters of black colleges are angry and alarmed about the Justice Department's brief, and its general handling of the Mississippi case. President Bush's Board of Advisers on Historically Black Colleges and Universities, which consists of college presidents and business leaders, sent the President a letter last week expressing "grave and urgent concern" over the way the Justice Department was preparing its case.

The letter urged the President to make sure that the Justice Department recognizes "the historic and continuing role and services of the historically black colleges and universities."

A spokeswoman for the Justice Department said Administration officials would not comment on the controversy or the Mississippi case. "We're going to let our brief speak for itself," she said.

Legal proceedings in the Mississippi case began in 1975 when a group of black residents sued Mississippi in federal court,

Continued on Page A22

Medical Researchers Pressed to Use Female and Minority Subjects

By CHRISTOPHER MYERS

University medical centers are wrestling with demands from Congress and activist groups that more women and members of minority groups be included in federally sponsored clinical trials.

Some critics say researchers have been slow to incorporate women and minority-group members into their drug trials—and have begun to do so now only after being threatened with the loss of federal funds.

However, many researchers and some federal officials say they have been giving concerted attention to the problem but must deal with a bundle of social and medical problems that complicate their efforts.

A Barrage of Legislation

Concerns about equity in research have received a great deal of attention in the last several years, and federal lawmakers have responded with a barrage of legislation to prod the National Institutes of Health to include more women and minority-group members in clinical research.

The issues are particularly apparent in the effort to treat AIDS. The disease, which originally was confined primarily to gay

Continued on Page A20

Civil-rights activists in academe are concerned over the choice of Clarence Thomas for the Supreme Court: Page A17.

At Rochester Institute, a Spectrum of Opinions on Links With the CIA

By DENISE K. MAGNER

For weeks now, details about the Rochester Institute of Technology's ties with the Central Intelligence Agency have spilled out in a stranger-than-fiction saga.

Reports have circulated about secret memos and stolen documents that suggest the C.I.A. has had undue influence over academic programs at Rochester. The allegations have spawned countercharges about "tabloid journalism" and leftists' imposing an anti-C.I.A. bias on the campus.

What began as a flap over the president's decision to take a sabbatical at the agency has evolved into a larger dispute over the C.I.A.'s role in curricular discussions and its financing of projects at R.I.T.

An 11-member committee at the insti-

Continued on Page A11

Colleges Discover the Human Toll as They Struggle to Cut Work Forces

By KAREN GRASSMUCK

Constance D. Weems was astonished when the provost of Middlebury College strode into her small office early one morning in May and told her she was being laid off.

"I hadn't had a glimmer," says Ms. Weems, who had been the secretary of the college's French School and School-in-France program for 11 years. Her astonishment quickly turned to anger, however, when the provost, John McCardell, insisted that she leave her office with him immediately—without telling any of her co-workers where she was going.

Ms. Weems was taken that morning to a job-seeking workshop run by a company hired by Middlebury, which had idled 16 other employees the same day—most of them secretaries. The workshop leaders told the workers that if they refused to cooperate, they would lose their severance pay and benefits. The counselors also barred the workers from returning to their offices to retrieve belongings, several of those present say.

The sudden dismissal was "paralyzing" and "demeaning" Ms. Weems says, adding: "It's not small-town Vermont, that kind of treatment."

Many others at the college agreed. Later that month, more than 400 students and faculty and staff members staged a noontime protest to "mourn" those who had been fired. Faculty members and co-workers started petition drives demanding better benefits packages for the dismissed employees and an apology from college administrators.

Says Michael Olinick, a mathematics professor who led one of the petition drives: "People who worked here had trusted Middlebury, which had always portrayed itself as a family. With these events, it became clear that that kind of metaphor about the place was dead."

Rising Costs, Dwindling Resources

Middlebury's story is a dark tale from the front as colleges and universities—some for the first time in their history—struggle to find the proper way to reduce their work forces in an era of fiscal desperation. Rising costs and dwindling resources have spurred dozens of colleges to lay off scores of workers, many of them long-time employees.

Large and small, public and private, many institutions are finding themselves

Continued on Page A25

MARGINALIA

The announcement of a job opening at the University of Idaho informs us: "Salary comperserate with experience."

■

Bowling Green State University's Firelands College is offering a summer course called, according to the class schedule, "Writing Dynamics, English Usuage, Spelling."

■

News item in *The Rocky Mountain Collegian*, the student paper at Colorado State University:

"President Bush, Governor Roy Romer, local educators and concerned citizens came together at Colorado State Monday night to reinvigorate education. . . .

"This marked the beginning of improvements in Colorado public schools. The improvement is anticipated to stimulate the economy, disseminate the drug culture and improve the general well-being of all the citizens of Colorado."

And give everybody a Rocky Mountain high?

■

Note in the Coast Community College *Employee Benefit Plan Handbook:*

"Short Term Disability provides coverage after you have been disabled by a physician for a minimum of 14 days. . . ."

We hate to think about it.

■

From Illinois State University's *Daily Vidette:*

"Written and directed by theater professor John Kirk and held in Allen Theatre, 'The Third Richard' is Kirk's explanation of the events behind Richard's brief reign and usurpation.

"Kirk and many scholars believe Richard was not the deformed and evil monster history books have painted him as, but rather the victim of his successor's attempt to re-write history to secure his own claim to England's thrown."

No problem with that claim: He once was an exile, himself.

■

From the *International Herald Tribune:*

"Earlier this month 92 De Paul University students received a lesson in corporate etiquette when the school gave an etiquette dinner at the Drake Hotel in Chicago to help students prepare for business meals.

" 'We chose the menu with difficulty in mind, to give students experience in situations they may not have considered,' said Jane A. McGrath, De Paul's director of career planning and placement. (Like how to dispose of fish bones, the dinner's main course.)"

Just chew 'em with your mouth closed.

—C.G.

In Brief

LEHMAN COLLEGE

Teacher honored for work with minority students

NEW YORK—Phyllis H. Opochinsky's work with Walton High School's Pre-Teaching Academy has earned her a crystal apple from a parent and a $10,000 prize from the philanthropist Saul P. Steinberg. He gave awards for excellence in education to 12 people, including Ms. Opochinsky (*above*), who are involved with New York City schools. Ms. Opochinsky, a social-studies teacher, is the academy's coordinator.

The academy was started in 1984 in cooperation with the City University of New York's Lehman College to encourage minority high-school students to consider teaching careers. This year the program matched 120 teachers with 65 students. The students take an extra course in school and other courses at Lehman. They help plan lessons and ultimately conduct classes at Walton. ■

Dean at Boston U. faces allegations of plagiarism

BOSTON—A dean at Boston University is facing allegations of plagiarism after he reportedly gave a commencement speech in which he used large portions of an article without attributing the ideas to the author.

The dean, H. Joachim Maitre of the university's college of communication, was traveling in Malaysia last week and was unavailable for comment.

In his speech, which was videotaped, Mr. Maitre is said to have used ideas and sentences contained in an article written by Michael Medved, a film critic for the Public Broadcasting Service. Mr. Medved's article, "Popular Culture and the War Against Standards," appeared in *Imprimis*, a journal put out by Hillsdale College.

John Silber, president of the university, said in a statement: "Charges of plagiarism are among the most serious that can be brought in academic life." He said it would be inappropriate to "prejudge" the situation until Mr. Maitre is given a chance to respond to the allegations. ■

Quake rattles campuses in Los Angeles area

LOS ANGELES — Two colleges were closed and six campuses sustained minor damage after an earthquake with a magnitude of 5.8 jolted a wide area northeast of Los Angeles last month.

Authorities said one person was killed, more than 100 were injured, and several apartments, homes, and other buildings were damaged. The epicenter of the earthquake was in the foothills of the San Gabriel Mountains, near Pasadena.

Pasadena City College and the Art Center College of Design in Pasadena closed down and canceled classes for a day after the campuses suffered outages of electrical power.

At the six other colleges in the area, ceiling tiles dropped to the floor, walls cracked, and books fell from library stacks, but no one was injured. ■

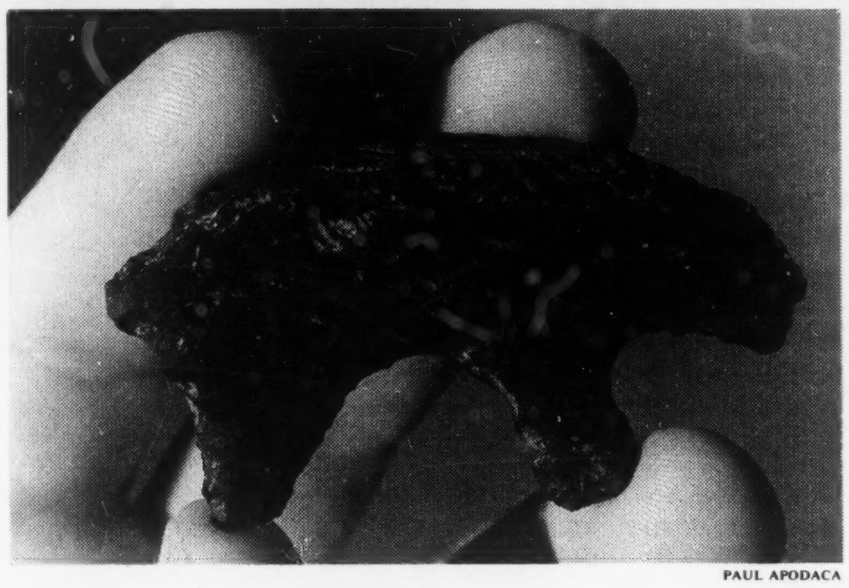
Parents win settlement for son's death in hazing

AUSTIN, TEX. — Two former students at the University of Texas at Austin have agreed to pay $224,000 to the parents of a student who died in a 1986 fraternity hazing incident.

Mark Seeberger, an 18-year-old Phi Kappa Psi pledge, was found dead in his dormitory room the morning after he was handcuffed and driven around Austin in a van while being pressured to consume alcohol. An autopsy revealed that he had drunk about 18 ounces of rum.

Mr. Seeberger's parents, Joan and Jeff Seeberger, sued Phi Kappa Psi, its local chapter, and several fraternity members. Most of the cases, including the case against the fraternity, are pending.

Shawn Brady, who the Seebergers claimed was in the van with their son, will pay them $150,000. Matthew Chandler, whom the lawsuit accused of helping plan the ride, will pay the family $74,000. ■



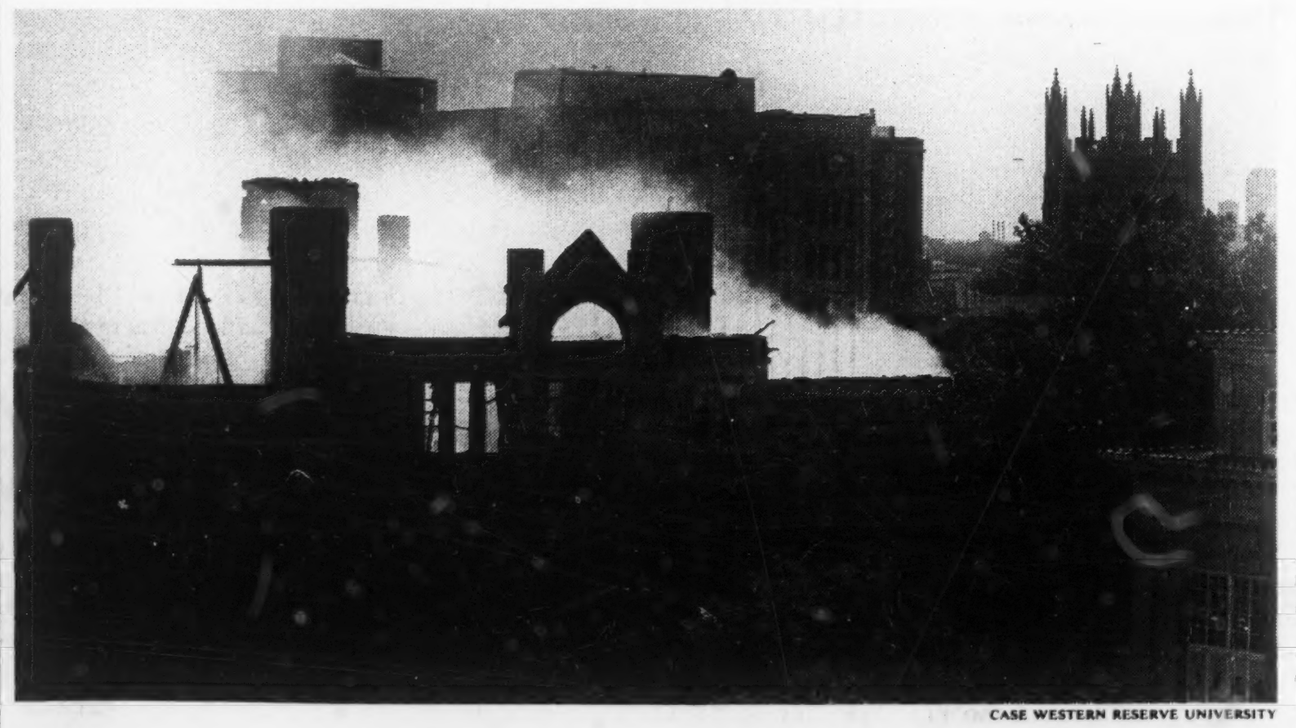
PAUL APODACA

Figure found by students named a state artifact

SACRAMENTO, CAL.—A stone sculpture of a bear, believed to be about 7,500 years old and discovered in 1985 by community-college students in an archaeological dig, has been designated by the Governor as the state's prehistoric artifact. The Chipped Stone Bear, which is two-and-a-half inches long, was given that distinction in a bill signed by Gov. Pete Wilson.

California is the first state to designate such a prehistoric symbol, the Governor's office said.

The sculpture was found in Carlsbad in northern San Diego County by students at Cypress College. ■



CASE WESTERN RESERVE UNIVERSITY

Fire guts Case Western's administration building

CLEVELAND—A fire at Case Western Reserve University destroyed the institution's century-old administration building, causing $15-million in damage and ruining the offices of the president and other top officials. No one was injured in the blaze (*above*).

The fire in Adelbert Hall caused the roof to collapse and gutted the upper floors of the five-story building. Records and computer equipment were destroyed.

Investigators for the Cleveland Fire Department say they are unsure what ignited the fire, but they suspect it was started by faulty electrical wiring. The fire appears to have started in the attic. The administrative offices—which include those for development, public relations, and security—have been temporarily moved to other buildings on the campus.

University officials said it would cost between $10- and $15-million to rebuild the structure, which was insured. ■

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Athletics

Sidelines

Jenny Hanley hopes to become the first woman to play men's ice hockey in college.

Ms. Hanley, who played goaltender for a top boys' prep-school team in Minnesota, has been recruited to play on the men's team at Hamline University next year.

She passed up scholarships to play women's hockey at several Northeastern universities, opting instead for the chance to play at Hamline, which competes at the N.C.A.A.'s Division III level and offers no scholarships.

"I am really excited about it," Ms. Hanley told the *Saint Paul Pioneer Press*. "I have played against boys my whole life, so that really isn't a factor. I have accomplished success at all the other levels.

"I don't feel I am striving for something that is out of reach."

Tim Cornwell, Hamline's coach, agrees.

"I wouldn't have recruited Jenny if I didn't think she could stop the puck," he said. "I explained to her from the first visit that I was recruiting her as a goaltender, not a female goaltender."

■

Another female trail blazer in men's sports is calling it quits, charging her teammates and her college with discrimination.

Julie Croteau, who in 1988 became one of the first women to play college baseball, said last month she had quit the team at Saint Mary's College of Maryland because she was mistreated.

She cited several incidents in which players made her feel uncomfortable because she's a woman.

During a bus trip, her teammates read aloud from *Penthouse* magazine a "degrading article about women's body parts," Ms. Croteau told *USA Today*. "I don't think they were directing it at me, but I was the only one on the bus with those parts." She also said her teammates often made obscene references to female genitalia.

■

A former Oklahoma State University football player has given the Cowboy athletics department $125,000 and made it the beneficiary of a $750,000 life-insurance policy.

Thurman Thomas, who played at Oklahoma State in the late 1980's and now is with the National Football League's Buffalo Bills, said he had made the gifts to recognize the role the university had played in his development.

"This is a great opportunity for me to give back to the university," he said.

Mr. Thomas made a gift of $125,000 to endow a scholarship fund and purchased a life-insurance policy that makes the sports program the beneficiary.

Oklahoma State's football coach, Pat Jones, took out another $125,000 policy in Mr. Thomas's name. It, too, will benefit the athletics department.

Black Athletes Who Entered Colleges in Mid-80's Had Much Weaker Records Than Whites, Study Finds

NCAA report on Division I institutions seems unlikely to end debate about academic-standards rule

By DOUGLAS LEDERMAN

Black athletes who entered Division I colleges in the mid-1980's came in with much weaker academic credentials than white athletes, and they were half as likely as the whites to graduate, according to a long-awaited study by the National Collegiate Athletic Association.

The study focused on 3,288 athletes who entered college in 1984 and 1985, the years just before the enactment of Proposition 48, the N.C.A.A.'s controversial academic standards for freshmen. The study found that black athletes were almost five times as likely as white athletes to fall short of the minimum standardized-test-score requirement set by Proposition 48.

Once in college, the study found, black athletes were half as likely as their white counterparts to earn degrees in five years (26.6 per cent for blacks, 52.2 per cent for whites) and twice as likely to leave college in bad academic standing (42.5 per cent to 19.6 per cent). The performance of black athletes was roughly comparable to that of other black college students, which was the focus of a study released in February 1990 by the National Association of Independent Colleges and Universities.

Answers to Vexing Questions

The N.C.A.A.'s study of the entering classes of 1984 through 1988 (three more years of data are still to come) was designed to answer some of the most vexing questions about Proposition 48, which since its passage in 1983 has been viewed either as the most important N.C.A.A. rule ever adopted or as a discriminatory method of diminishing educational opportunities for blacks. The rule actually took effect in the 1986 academic year.

In commissioning the study after Proposition 48's passage, N.C.A.A. officials hoped to develop data that would gauge the rule's effects and guide future efforts to set academic standards for freshmen.

But while it provides information that could be useful to researchers and policy makers, the study seems unlikely to resolve the contentious debate about the rule, since people on both sides of the issue can find information in it that supports their points of view.

The N.C.A.A.'s presidents' commission, for instance, leaned heavily upon the study in proposing last month that the association raise its minimum grade-point average and high-school core-curriculum standards for freshmen, but keep the standardized-test score requirement where it is now. The presidents concluded that athletes were far more likely to be made ineligible because of low test scores than because of low high-school grades, and sought to make both standards equally demanding.

Critics of Proposition 48, meanwhile, cited evidence from the new study that shows there is no statistical or educational rationale for using the standardized-test score as an absolute cutoff for eligibility.

"All I want them to do is what's educationally sound, not what's politically expedient," said Frank Rienzo, athletics director at Georgetown University. "If indeed the data show that the cutoff score is inappropriately placed, then why don't the presidents have enough courage to say so?"

Impassioned Rhetoric

The history of Proposition 48 has been full of such emotional and impassioned rhetoric. Ever since the association adopted the rule, in an attempt to establish some rigid national standards and to spur high-school athletes to focus on school as well

NCAA Study of Entering Division I Athletes, 1984-85

Academic Standing

	All	White	Black
Graduated within five years	45.7%	52.2%	26.6%
Left in good standing	29.0%	28.2%	30.9%
Left in bad standing	25.3%	19.6%	42.5%
Remained in college after five years	4.4%	4.0%	5.4%

Graduation Rates

	Number	Number graduated	Percentage graduated
All athletes	3,288	1,504	45.7%
White	2,453	1,282	52.3%
Men	1,646	819	49.8
Women	807	463	57.4
Black	835	222	26.6%
Men	686	170	24.8
Women	149	52	34.9

Western New Mexico U. Fires Professor Who Said Administrators Had Changed Athletes' Grades

Western New Mexico University has fired a professor who had charged top administrators with changing the grades of athletes.

After making his allegations last July, David Powell, a professor of humanities, was suspended with pay, charged with and convicted of libel, arrested and jailed for entering the president's office, and, finally, dismissed last month after a vote by three of the university's five regents.

The regents stated no reasons for their action. But Western New Mexico's president, Jerry L. Gallentine, said in a letter recommending Mr. Powell's discharge that the former chairman of the university's humanities department was guilty of "gross insubordination," and that the damage done to the university by his comments outweighed his right to free speech and "constitute an adequate charge for dismissal."

However, Mr. Powell charged in a federal civil-rights lawsuit last month that Mr. Gallentine, the regents, and the university had violated his rights to free speech and due process.

The professor's defenders said Mr. Powell's firing touched on issues as diverse as athletics abuses and academic freedom. Mr. Powell, they say, is not the only victim: The few supporters willing to speak up for him say they have been forced out of their jobs or otherwise treated badly by Western officials.

Most of Subjects Also Have Departed

Ironically, most of the subjects of Mr. Powell's attacks also have departed. Mary Cowan, the acting vice-president of academic affairs whom Mr. Powell accused of changing the grades, was not given the permanent job and returned to the physical-education faculty. And the football coach, Robert O'Mera, whom Mr. Powell accused of running a corrupt program, resigned last winter to pursue other

Continued on Page A32

as sports, debate has raged about whether the measures it used were fair. Before Proposition 48, athletes needed only a 2.0 high-school average to be eligible to compete in their first year.

Proposition 48 requires athletes to attain a 2.0 grade-point average in 11 high-school core courses and a 700 on the Scholastic Aptitude Test (or 18 on the American College Testing Program's exam) to be eligible to compete as freshmen. When the rule first took effect in 1986, athletes who met some of the standards but not others—known as "partial qualifiers"—were allowed to receive sports scholarships but not to play or practice.

Protests Bring Changes

In 1989 the association restricted partial qualifiers from receiving any institutional financial aid. A year later, after vehement protests by some black coaches, the rule was amended to allow such athletes to receive need-based financial assistance, but no athletic aid.

Most of the furor has centered on the association's use of standardized-test scores as an absolute cutoff for eligibility. From the outset, advocates of black athletes have argued that the tests are culturally biased, while testing-company officials have insisted that their tests were never intended to serve as an absolute cutoff. Critics of Proposition 48 have predicted that blacks would be forced out of college sports because they would fail to score well on a biased test.

Even many of the rule's supporters acknowledge that the decision to set the cutoff point at 700 was not based on much empirical knowledge, if any.

The N.C.A.A.'s new study, say those who crafted it, offers no evidence that the

"If indeed the data show that the cutoff score is inappropriately placed, then why don't the presidents have enough courage to say so?"

use of standardized-test scores discriminates against blacks, even though 62.5 per cent of the black players and just 11.2 of the white players in the survey would have fallen short of the S.A.T. or A.C.T. standards had they been in effect when the athletes entered college.

"It is true that Proposition 48, had it been imposed on the 1984 and 1985 classes, would have screened out more blacks than whites," said Jerry Kingston, faculty athletics representative at Arizona State University and a member of the N.C.A.A.'s academic-requirements committee, which has analyzed the data to help propose new policies. "But whether such a policy is fair depends on whether the test scores accurately predict performance once in college, and the study shows that they do."

The gap between the graduation rates of blacks and whites, said Mr. Kingston, a professor of economics, can be accounted for primarily by the vast differences in their academic preparation before college.

Other data from the N.C.A.A. study show

Continued on Following Page

Status of Sports Investigations on College Campuses

A symbol (■) indicates that an item has been added or changed since this list was last published in The Chronicle (May 15, 1991).

Auburn U. The university announced (4/30/91) that it had received an official letter of inquiry from the N.C.A.A., in which the association listed possible rules violations in Auburn's men's basketball and men's tennis programs.

■ **Austin Peay State U.** President Oscar Page said (4/22/91) that the N.C.A.A. was investigating possible violations in the recruitment of Bashir Ahmad, a basketball player who never enrolled at the university. The university admitted (6/27/91) that an assistant men's basketball coach had violated three N.C.A.A. rules and said it would reduce its basketball scholarships for next year to 14 from 15.

Clemson U. *The Atlanta Journal-Constitution* reported (10/24/90) that the N.C.A.A. was investigating possible recruiting violations in the men's basketball program. The newspaper said investigators were reviewing charges that a recruit's high-school transcript had been altered and that someone had taken the Scholastic Aptitude Test in his place.

■ **Howard U.** University officials said (7/27/89) an internal inquiry had shown a pattern of eligibility and financial-aid violations in the football program, dating to 1983. They said they would cooperate fully with future investigations by the Mid-Eastern Athletic Conference or the N.C.A.A. The university forfeited (9/25/89) its 1987 Mid-Eastern conference football championship, which it had won while the ineligible players were competing. *The Washington Post* reported (5/12/91) that the N.C.A.A. had begun an investigation into the possible eligibility problems.

■ **Idaho State U.** The university said (5/16/91) it had told the Big Sky Conference and the N.C.A.A. that it had given inappropriate scholarship aid to three football players.

■ **Louisiana State U.** The university said (6/28/91) its women's basketball program was being investigated by the N.C.A.A. for possible rules violations involving two junior-college transfers.

Michigan State U. The university said (5/2/91) N.C.A.A. investigators would review charges that Spartan athletes had used steroids and received free airplane trips and other improper benefits.

■ **Middle Tennessee State U.** *The Tennessean* reported (4/26/91) that the N.C.A.A. was reviewing possible rules violations in the university's men's basketball program.

■ **North Carolina Central U.** *The News and Observer* of Raleigh reported (4/23/91) that some North Carolina Central athletes had not received scholarship payments promised to them by the university, and that as a result some of the athletes had been barred from classes and the cafeteria for failing to pay their bills. University officials said (5/8/91) that they would investigate the financial-aid problems and meet the athletes' needs. Six athletes sued the university (5/15/91), saying the college lured them with deceptive promises of a free education.

■ **Oklahoma State U.** *The Daily Oklahoman* reported (12/5/90) that the N.C.A.A. had notified Oklahoma State officials that it had begun a preliminary investigation into one of the university's sports programs. The Cowboy football program is already on N.C.A.A. probation, and if major violations are found in another Oklahoma State sports program, that program could be banned for up to two years under the association's "death penalty." Oklahoma State suspended its wrestling coach, Joe Seay, (5/17/91), pending the results of investigations into possible wrongdoing.

■ **Stanford U.** An internal investigation found that track-and-field coaches at Stanford had inadvertently violated N.C.A.A. rules on at least seven occasions (4/91).

Syracuse U. The university said (12/5/90) it expected the N.C.A.A. to look into the sudden resignation of its soccer coach, who said he "helped a kid stay in school, which was morally the right thing to do but technically was incorrect." *The Post-Standard* of Syracuse reported (12/20-21/90) that a seven-month investigation had shown that the university's men's basketball program had broken dozens of rules in recent years. Syracuse's coach, Jim Boeheim, denied the charges, but the university said it had sent the N.C.A.A. a copy of the newspaper stories. A few weeks into an internal investigation by lawyers and a five-person faculty committee, the university (2/8/91) declared seven basketball players ineligible for undisclosed rules infractions, but the N.C.A.A. reinstated them later that day, finding that the athletes had not purposely violated the rules.

■ **Tennessee State U.** University officials acknowledged (4/25/91) that the N.C.A.A. was planning to investigate possible rules violations in the football program, including charges of possible "illegal inducements" to recruits.

■ **Texas A&M U.** University officials said (12/21/90) they had alerted the N.C.A.A. that rules might have been broken in the Aggie men's basketball program. *The Post-Standard* of Syracuse reported (12/20/90) charges that a New York City "street agent" had arranged the transfer of a Syracuse University player to Texas A&M, and that the street agent had worked at a basketball summer camp run by Texas A&M's head coach. The basketball coach, Kermit Davis, resigned (3/15/91). The *Austin American-Statesman* reported (6/9/91) that the university's former basketball coach, Shelby Metcalf, had controlled a cash fund that improperly funneled thousands of dollars to players during the 1980's. University officials said (6/19/91) they would accept the finding of N.C.A.A. investigators that 10 rules were violated in the basketball program.

U. of California at Los Angeles *The Los Angeles Times* reported (3/17/91) that the university might have violated N.C.A.A. rules when it recruited Don MacLean, its junior basketball star, in 1988. Similar allegations had been made in the past in newspaper reports and in *Raw Recruits*, a 1989 book about college basketball recruiting. Past investigations of those charges by the N.C.A.A. and the Pacific-10 Conference failed to prove them, but *The Times* offered new evidence, including an account by Mr. MacLean's high-school coach. U.C.L.A.'s athletics director, Peter Dalis, said (4/13/91) investigators from the Pacific-10 and the N.C.A.A. had been interviewing on campus.

U. of Georgia *The Atlanta Journal-Constitution* reported (5/5/91) that two former Georgia football players had received money from an agent while they were attending the university in 1988, which would violate N.C.A.A. rules.

■ **U. of Miami** University officials said (6/19/91) they would investigate allegations that athletes and other students may have received some federal student aid by fraudulent means. A former academic counselor in Miami's sports program admitted (6/23/91) that he had falsified Pell Grant applications for athletes and charged the athletes $85 each to feed his cocaine habit.

■ **U. of Nebraska** A university official said (6/13/91) that an internal investigation has revealed possible violations of N.C.A.A. rules in the men's basketball program.

■ **U. of Nevada at Las Vegas** The university's athletics director said (7/20/89) N.C.A.A. investigators had visited the campus to look into possible violations in the recruitment in 1985 and 1986 of Lloyd Daniels, a high-school basketball star who never played for the university. The Nevada Board of Regents voted (10/25/90) to ask the state Attorney General to begin investigating charges of impropriety in the awarding of complimentary tickets in the 1989-90 academic year. The N.C.A.A. charged (12/18/90) U.N.L.V. with 29 rules violations, many of them major. *The Los Angeles Times* reported (3/6/91) that N.C.A.A. investigators were also reviewing possible violations in the university's recruitment of Ed O'Bannon, a freshman basketball player who is now at the University of California at Los Angeles. The same newspaper reported (4/23/91) that the university might have used an improper outside representative to help it recruit Melvin Love, a junior-college athlete who transferred to U.N.L.V. this year. University officials announced (4/26/91) that they would investigate the newspaper's latest charge. The *Las Vegas Review-Journal* published photographs (5/26/91) showing former U.N.L.V. players with a man convicted of fixing sporting events. Jerry Tarkanian, the men's basketball coach, announced (6/7/91) he would resign after the 1991-92 season. U.N.L.V. officials admitted (7/2/91) that they had received a new set of charges from the N.C.A.A. stemming from the recruitment of Mr. O'Bannon. Mr. Tarkanian called the latest allegations "unbelievably minor."

U. of Pittsburgh University officials said (11/2/90) they were investigating possible "irregularities" in the handling of money by the athletics department's booster club, the Golden Panthers. The district attorney in Pittsburgh said (11/21/90) he had evidence of possible fraud in the handling of contributions to the booster club. *The Pittsburgh Press* reported (2/10/91) that a former assistant football coach had given cash and other gifts to former and current Pittsburgh players. The university said (2/11/91) that it had reopened an earlier investigation into the football program because of the latest charges. The athletics director, Ed Bozik, announced (2/26/91) that he would retire July 1.

■ **U. of Tennessee** The university's interim president, Joseph E. Johnson, said (4/17/91) the N.C.A.A. was investigating possible violations in its football program. An assistant coach is charged with breaking recruiting rules and lying to the association's investigators. Tennessee fired the assistant coach, Jack Sells (6/7/91), saying he had violated N.C.A.A. rules. The university also canceled its summer football camp, which the N.C.A.A. claims was used exclusively for potential recruits instead of being open to all interested athletes.

■ **U. of Texas at Austin** University officials said (6/6/91) that they would investigate charges that men's basketball players made $12,000 worth of long-distance telephone calls for which they did not pay, a violation of N.C.A.A. rules.

■ **U. of Texas at El Paso** N.C.A.A. investigators said (1/9/90) they were looking into charges that boosters were giving cars to the university's basketball players. *The Los Angeles Times* reported (6/23/90) that the N.C.A.A. was exploring a former high-school player's charge that he had been given free housing, food, and transportation during his recruitment by Texas–El Paso, and had been enrolled in a federally financed program intended for migrant farm workers and their families. *The El Paso Times* reported (7/11/90) that another former U.T.E.P. player had claimed he had been given airline tickets and a job by a booster during his playing days. The university announced (2/12/91) that the N.C.A.A. investigators had accused it of 13 rules violations in men's basketball, including lack of institutional control. Texas–El Paso was given 60 days to respond to the charges. The university said (6/30/91) it had fired two assistant basketball coaches after completing its internal investigation into the N.C.A.A.'s charges.

■ **U. of Virginia** The university said (5/21/90) that it would investigate about two dozen loans made to athletes in the 1980's by the sports program's chief booster group. A three-member committee will review whether the loans by the Virginia Student Aid Foundation violated N.C.A.A. rules governing improper financial aid. Many of the loans were made while Richard D. Schultz, the N.C.A.A.'s executive director, ran Virginia's sports program. Mr. Schultz said he knew nothing about the loans.

Vanderbilt U. The women's basketball coach, Phil Lee, resigned (3/9/91) after he reportedly failed to provide complete information to N.C.A.A. investigators. News reports said that the association was investigating charges that Mr. Lee had violated some minor recruiting rules, and that the coach had withheld some information from N.C.A.A. investigators during their inquiry into the violations.

Winston-Salem State U. The president of the University of North Carolina system said (4/26/91) that the State Auditor and the N.C.A.A. were investigating charges that the chancellor of Winston-Salem State had been involved in providing improper financial aid to athletes.

INVESTIGATIONS RESOLVED

■ **San Diego State U.** The N.C.A.A. found the university guilty of a major violation in women's basketball, but said it would take no action because the institution turned itself in and cooperated with the investigation.

University Fires Professor Who Said Athletes' Grades Had Been Altered

Continued From Page A30
job opportunities, the university said.

In an interview last week, Mr. Gallentine defended his administration's handling of Mr. Powell's charges and said he hoped the university could put the affair behind it.

"I believe it's to everybody's advantage to move forward, to get on with the growth and development of the institution," said Mr. Gallentine. "That's what we plan to do."

Sparsely Populated Region

Like many small regional universities, Western New Mexico began as a teachers' college in 1893. Since becoming a university in 1963, it has struggled to find its niche.

That has been especially difficult because it is located in a sparsely populated region near New Mexico's Gila National Forest—in a mining town, Silver City, that has seen many of its mines closed down in the last decade. Several times in the last 15 years, the state threatened to close it, and many people at the university still feel its future is uncertain.

"There is a lot of insularity, and probably a certain fear about the future," said Dewayne Matthews, former executive director of the New Mexico Commission on Higher Education who is now a graduate research assistant at Arizona State University's Center for Postsecondary Governance and Finance. "There's no place you can go that's more isolated."

The university has been torn in recent years by infighting on its Board of Regents and among some members of its Hispanic and white constituencies. It had seven presidents, including interim chiefs, in the 1980's, and a presidential search in 1989 was called off after the person who was then chairman of the regents was accused of fixing it. A new search resulted in the selection of Mr. Gallentine.

"He is nuts, but in a wonderfully crazy way. He does some things that are totally off the wall, and some things that are counterproductive."

It was into an atmosphere of confusion and mistrust that the Powell case exploded.

Mr. Powell, a poet and writer, is known even among his friends as something of a "loose cannon" who frequently entwines himself in causes and controversies.

"He is nuts, but in a wonderfully crazy way," said Oscar Giner, a assistant professor of drama who resigned from Western this spring. "He does some things that are totally off the wall, and some things that are counterproductive.

"But I've never seen David complain about a general situation that did not need complaining about. I've never seen him throw a tantrum about nothing."

'Academic Treason' Charged

Last June Mr. Powell took over the teaching reins of a summer course from an instructor who Mr. Powell said had been intimidated by members of the football team. He said he had received permission from university officials to take over the course with a week left.

At the course's end, Mr. Powell, using the instructor's grade book, gave five of the football players grades of incomplete. But several weeks later, Mr. Powell found that the athletes had been given A's and B's for the course. The higher grades allowed the athletes to be eligible to play football last fall.

Ms. Cowan, a physical-education professor who had become the university's acting vice-president during the summer, said she had received a set of grades from the teaching assistant whom Mr. Powell had replaced. She said she had used those grades because Mr. Powell had never been named the "instructor of record."

In letters to colleagues and the media, Mr. Powell accused Ms. Cowan of "academic treason," among other things, for her actions. He also criticized Western's football program for a number of abuses, and said several players had been arrested for their participation in a variety of criminal incidents.

"There is a lot of insularity, and probably a certain fear about the future. There's not a place you can go that's more isolated."

Mr. Gallentine promised to investigate the charges and asked Mr. Powell to turn over his gradebook. Mr. Powell, fearing that the grades might be altered, instead sent copies of the pages that were relevant to the summer course.

That failed to satisfy Mr. Gallentine, who, citing Mr. Powell's refusal to turn in the original book, in September ordered Mr. Powell's office sealed, suspended him, and sent campus police to a classroom where he was teaching, with orders to remove him from the campus.

Mr. Gallentine said his investigation, conducted by an administrative assistant in the president's office, had not confirmed Mr. Powell's charges. But several students in the class who support Mr. Powell's view of the events said the investigator had never interviewed them.

Civil and Criminal Suits

Meanwhile, Ms. Cowan filed civil and criminal libel suits against Mr. Powell, claiming that he had demeaned her by going public with charges that she had been involved in changing the grades.

A jury found the professor guilty of criminal libel—the first such conviction in New Mexico in over 50 years, based on a little-used libel statute. He was fined $250.

Soon after the trial, Mr. Powell called Mr. Gallentine's office to say he would be delivering some papers to the president. When he arrived at the office, campus police handcuffed him and had him jailed as a trespasser.

In protest, Mr. Powell refused to post bail, and within a few days the trespassing charge was dropped.

Last month the regents held a hearing to consider Mr. Gallentine's recommendation to dismiss Mr. Powell. The professor's lawyer protested over a procedural point and left the room before the hearing began. A few weeks later, the three regents who had attended the meeting voted to dismiss Mr. Powell. —DOUGLAS LEDERMAN

Coming August 7

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NCAA Study Compares Records of Black, White Athletes

Continued From Preceding Page
that the dire predictions about blacks disappearing from college sports have not come true, although their numbers have dropped. The study reveals that 24.4 per cent of the athletes in the 1984 sample were black, compared with 23.7 per cent in 1985, 19.1 per cent in 1986, 20.8 per cent in 1987, and 22.6 per cent in 1988.

Some sports officials said the study offered several reasons to be worried about the colleges' treatment of black athletes. Richard Lapchick, director of Northeastern University's Center for the Study of Sport in Society, said he was troubled by the fact that 42.5 per cent of the black athletes left college in bad standing, and that 28.2 per cent of the blacks left college in their fourth or fifth year, compared with 10.7 per cent of whites.

"It suggests that a disproportionate number of black athletes were kept on a non-graduating track, so by the time their eligibility expired, they seemed so far from graduating that they may have chosen to drop out because of a lack of hope," Mr. Lapchick said.

'Best Indicators We Have'

The study also shows that while they are not terribly strong predictors of an athlete's college performance, high-school grade-point averages and standardized-test scores are "the best indicators we have," said Jack McArdle, director of the Jefferson Psychometric Laboratory at the University of Virginia and chairman of the N.C.A.A.'s data-analysis group.

GEORGETOWN UNIVERSITY

Frank Rienzo, Georgetown U.'s athletics director: "All I want them to do is what's educationally sound, not politically expedient."

However, Mr. McArdle and many of the other researchers familiar with the N.C.A.A. study said it led them to favor doing away with the hard-and-fast cutoff using the standardized tests. They proposed an indexing system that would allow athletes to make up for poor test scores with high grade-point averages, and vice versa.

"Whatever direction you take, you are going to be valuing some things over others, and there will be losses," said Mr. McArdle. "The higher the standard, the more 'false negatives' you create—people you throw out who would graduate. In the study there were many good people below 700 who did well and went on to graduate."

Arizona State's Mr. Kingston admitted that the study revealed "no statistical basis that requires or strongly supports the establishment of a particular cut score."

Message About Standards

But he also said he recognized that decision making was based on things other than the findings, including "messages that need to be sent" to athletes and to the public.

In recommending last month that the N.C.A.A. keep the 700 and 18 floors, while proposing an increase to 2.5 from 2.0 in the required grade-point average in 13 high-school core courses, members of the presidents' commission said they thought it was important that the association not appear to be easing its standards. Dropping the cutoff below 700, they feared, would give such an appearance, even with an indexing system.

The presidents did seek to instill some flexibility into the initial-eligibility standards by proposing a limited indexing system, which would allow athletes with a 2.0 grade-point average to be eligible if they scored over 900 on the S.A.T.

"The presidents are trying to give equal or even greater weight to the G.P.A. than to the test score," said Mr. Kingston. "In the future, the issue of the test score should be much less of a burning issue, because its filtering or screening effect will be very much less." ■